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ABSTRACT

In response to both Title IX of the Education Amendments of 1972 and Chapter 622 of the Acts of 1971 prohibiting racial or sexual discrimination in schools, 43 exemplary curriculum and inservice training projects in the State of Massachusetts are described in detail. While providing specific information about each new project or program in an abstract, this publication also lists sources for obtaining further information and actual products from the projects. Criteria for the selection of projects for publication include: (1) evidence of success; (2) evidence of economic efficiency; and (3) evidence of exportability. (Author/RLV)

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RESOURCES FOR SCHOOLS

#6 IMPLEMENTING CHAPTER 622: EXEMPLARY PROGRAMS FOR ALLEVIATING RACISM AND SEXISM IN MASSACHUSETTS SCHOOLS

BY

ANN STUTZ VAN WINKLE

MASSACHUSETTS DISSEMINATION PROJECT STAFF

CECILIA M. DiBELLA, DIRECTOR AND EDITOR

ELIZABETH J. MAILLETT

BAYLA S. NOCHUMSON

RUTH SANTER

Chapter 622 of the Acts of 1971:

"No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion or national origin".

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PREFACE

Resources for Schools is a series of publications developed by the Massachusetts Dissemination Project (MDP) for Massachusetts educators, parents, and students. The project, funded by the National Institute of Education, has four major goals:

- to stimulate greater awareness of the resources available to Massachusetts schools,
- to provide educators, parents and students with specific information about resources and materials for school programs and services,
- to assist regional education centers and the Department to increase and improve information and dissemination services to educators, parents, and students in the state,
- to encourage greater exchange and sharing of resources among educational organizations, service providers, the Department of Education and its regional education centers, and school personnel.

The project is located in the Department's Boston office. In addition, each regional center has designated a staff member who maintains continuous contact and involvement with project activities across the state, and is responsible for working with center staff to improve information and dissemination services in the center. Ultimately, the regional centers will function as switchboards -- sometimes providing services directly to schools, other times connecting them with the many existing resources. The development of this series -- as its name suggests -- is one way the project is helping to make these connections. *Please contact a member of the project staff (names and addresses are on the inside back cover) for more information about the series, the project or the regional center nearest you.*

Resources for Schools: presently available

1. A Catalog of Publications from the Massachusetts Department of Education.
2. Video Tapes for Teaching.
3. A Guide to Dissemination Agencies.
4. Community Involvement in Your School: A Guide to People, Programs and Publications.
5. The Student's Guide to Special Education.

Educational Organizations in Massachusetts: Calendar of Publications and Conferences.

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. Examining Massachusetts Student Assessment Data: Resources and Curriculum.

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PROJECT PREPARATION 15
Cambridge, MA
A project that encourages high school students of limited English-speaking ability to remain in school and establish career goals.

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HUMAN RIGHTS PROGRAM 35
Wayland, MA
A system-wide program to improve human rights in the public schools.

WOMEN AND MEN 38
Marlborough, MA
A staff development/program development project for teachers, students and administrators that focuses on the reduction of racial, ethnic and sex-role stereotyping at the high school level.

INTRODUCTION

In 1971, the Massachusetts Legislature enacted Chapter 622 of the Acts of 1971. This law prohibits discrimination "in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion or national origin."[1] In March, 1974, the state Board of Education issued advisory recommendations for the implementation of Chapter 622 of the Acts of 1971. Four years after the initial passage of Chapter 622, the state Board of Education adopted the regulations for Chapter 622 at its June 24, 1975 meeting. These regulations cover areas such as: school admissions, courses of study, guidance, curricula, extracurricular activities, facilities, compliance procedures, and private right of enforcement. Technical assistance for implementing the Chapter 622 regulations is available to school districts and to citizens from the Department of Education's Bureau of Equal Educational Opportunity.

Title IX of the Education Amendments of 1972 provides further protection against sex and race discrimination by insuring that "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."[2] All Massachusetts public schools must comply with both Title IX and Chapter 622 to promote equal educational opportunity.

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[1]Massachusetts General Laws, Chapter 76, Section 5. (1975)

[2]U.S. Department of Health, Education and Welfare, Title IX Regulations, 1975.

The Massachusetts Department of Education has published several booklets which provide information about implementing Chapter 622 and Title IX and disseminate promising programs and practices focusing on alleviating sexism and racism in public education. These publications, available through the Department, include:

- Title IX and Chapter 622. Compliance Guidelines for Public Schools
- 622 Regulations
- Kaleidoscope 13: What To Do About 622
- Chapter 622 Questions and Answers
- A Guide for the Evaluation of Instructional Materials Under Chapter 622
- O Capitulo 622 E Os Jovens Portugueses
- Capitulo 622 Y Usted
- Chapter 622: A Guide for Administrators
- Multi-ethnic and Sex-fair Resource Materials
- Equal Opportunity in Physical Education and Athletics

While these booklets have proven extremely informative and useful, the burden of supplying verbal or written materials produced by these innovative programs has fallen to the developer of the original project. As all practitioners and administrators recognize, this burden is often time consuming and financially prohibitive -- a barrier to the effective dissemination or sharing of exemplary programs and practices.

Resources for Schools #6 Implementing Chapter 622: Exemplary Programs for Alleviating Racism and Sexism in Massachusetts Schools, approaches this problem in a new way. While still providing specific information about each new project or program in an abstract, this publication also provides the reader with a vehicle for obtaining further information and actual products from any project. This approach eliminates the need to contact school personnel for written information.

Projects submitted for the publication were subject to a rigorous review process. A review panel consisting of teachers, administrators, and Department of Education staff who work directly with issues and programs related to race and sex discrimination, reviewed each project in depth. Criteria for selection included three major categories: 1) evidence of success, 2) evidence of economic efficiency and 3) evidence of exportability. Each project was reviewed by at least three panel members to insure a maximum of quality control.

Many of the developers of the projects appearing in this publication have made available the products and materials produced by their projects. In some cases these products consist of resource lists of books, films, slides or videotapes. In most cases, however, the products available contain detailed curricula, topical outlines, suggested speakers for in-service training workshops, or sample teacher or student questionnaires. All of the materials submitted are available on microfiche.

Each project in this publication has a catalog number located in the upper right hand corner of the page (MDP--). This number refers to a microfiche file at the Merrimack Education Center that contains all project materials and information supplied by the project directors. Although every project abstract includes an outline of the program and project materials or information about the availability of materials, the microfiche file enables anyone to obtain materials at minimal cost and inconvenience to the interested school and to the project developers. This arrangement promotes the dissemination of exemplary programs and practices and allows a school district to tailor the original project according to its specific needs and interests.

The ordering procedure for obtaining the materials on microfiche is:

1. Call the Merrimack Education Center (MEC) at (617) 256-3985, and ask to speak with the Information Center.

2. Request the MDP catalog number of the project you wish, and specify your choice of the following methods of reproduction:

   (a) Microfiche (regardless of the number of microfiche pages) * $1.25/title

   (b) Xerox from the original copy .20/page

   (c) Microfiche reader printout .25/page

3. Cost is computed according to your choice of reproduction methods. Materials will be sent upon MEC's receipt of your check, money order, or purchase order.

There are many individuals without whose encouragement and assistance this publication would not have been possible. Special thanks go to Maria Grasso, Title IV-C Program Officer, Northeast Regional Education Center; Natalie Miller, Chapter 622 Project Coordinator, Northeast Regional Education Center; Kathleen Atkinson, Project SCEE Director, Bureau of Student Services; Marlene Godfrey, Chapter 622 Project Director, Bureau of Equal Educational Opportunity; and Lurline Munoz-Bennet, Bureau of Equal Educational Opportunity.

* A microfiche reader is necessary when choosing this method. Microfiche readers are available at most regional-vocational and technical high schools, at school media centers, at every regional education center of the Massachusetts Department of Education, and at most college and university and public libraries.

Ann Stutz Van Winkle
Summer 1978

Part I
Curriculum Projects

AFFIRMATIVE ACTION PLAN FOR PHYSICAL EDUCATION AND ATHLETICS

Lexington, MA

A checklist to insure equal opportunity in physical education and athletics for male and female students.

This plan was developed to provide continuous review of all physical education and interscholastic activities and practices that may affect equal opportunity in athletics. The school committee appointed a review committee consisting of citizens, administrators, parents and students representing a variety of interests and philosophies in physical education and athletics. The review committee was mandated to conduct research on current laws and practices on physical education and athletics and to report findings and recommendations in the following areas:

- Departmental objectives and philosophy
- Instructional resources and opportunities
- Fitness programs
- Intramural and Recreational Programs
- Facilities and equipment
- Recruitment of athletes by schools and colleges
- Media Programs
- Single sex teams; co-educational teams
- Funding of Programs
- Employees

Materials provided consist of a two page outline of this affirmative action model.

TARGET AUDIENCE: all grades

FINANCIAL REQUIREMENTS: not applicable

TIME REQUIREMENTS: may vary depending on the depth of research and recommendations of the review committee

EQUIPMENT MATERIALS NEEDED: none

CONTACT PERSON: Ralph V. Lord, Jr.
Lexington Public Schools
251 Waltham Street
Lexington, MA 02173
(617) 862-7500

BASIC BLACK

Newton, MA

A black studies curriculum for the elementary grades.

The Basic Black curriculum was produced during a summer workshop by the Black studies curriculum specialist of the Newton Public Schools. The materials in the units are intended to provide elementary children with: an understanding of the history and culture of Afro-Americans; an awareness of the relationship of Afro-Americans to other black people; and an understanding of Afro-Americans in the United States.

The curriculum is divided into three sections for three different grade levels. This division is intended to be accumulative so that each unit provides a bridge and a framework for the next section. Each unit is autonomous and can easily be used with children who have had no previous experience in the subject.

The Basic Black curriculum includes the following three units:

I. The Family and The Naming Tradition - Unit 1, grades K-1-2.

II. African and Afro-American Folklore and Culture - Unit 2, grades 3-4.

III. The Migration and Cultural Geography of Afro-Americans - Unit 3, grades 5-6.

TARGET AUDIENCE: elementary grade students

FINANCIAL REQUIREMENTS: none

TIME REQUIREMENTS: 1 year per unit

EQUIPMENT MATERIALS NEEDED: none

CONTACT PERSON: C. Maxine Byrd
Newton Public Schools
Division of Program
Newton, MA 02158
(617) 964-9810

CURIOSITY CURRICULUM

Shrewsbury, MA

A series of awareness lessons to help eliminate sex-role stereotyping in the K-3 child.

Curiosity Curriculum is a curriculum development program with staff workshops. Both components focus on eliminating sex-role stereotyping in promoting the awareness of avocations and vocations. Students receive exposure to non-stereotyped vocations and avocations through contact with adults whose occupations represent a change in traditional sex-role stereotypes.

Materials include a complete curriculum guide for grades K-3 that covers language arts, science, math, reading and social studies. The guide was developed as a 4" X 6" card file. Cards are divided according to headings: Awareness, Careers, Ecology, Family Feelings, Medicine, to name a few. Each card provides the teacher with information in the following areas:

- Grade Level
- Objective
- Materials
- Procedure
- Follow-up
- Evaluation

A different set of cards can also be organized for individual schools with information on speakers who are available and willing to give presentations at the school. A sample of these cards is provided.

As a supplement to the curriculum development file, Curiosity Curriculum developers organized a series of four teacher, administrator and parent workshops. Three sessions serve as initial awareness training workshops and the 4th session is a follow-up session for those who desire additional

training. A workshop outline is available with the other curriculum materials.

TARGET AUDIENCE: K-3 children

FINANCIAL REQUIREMENTS: none

TIME REQUIREMENTS: no extra time for students because materials are incorporated into existing curriculum

EQUIPMENT MATERIALS NEEDED: none

CONTACT PERSON: Gail Bisceglia
Spring Street School
Shrewsbury, MA 01545
(617) 845-1709

FACTS AND FEELINGS IN THE DEVELOPMENT OF BLACK AWARENESS

Bedford, MA

A course that stimulates greater awareness of the black experience. Materials are designed to supplement a sixth grade social studies program.

This course, designed by teachers in the Bedford school system, was developed as a supplementary guide to black awareness, not a complete course on black history. It is intended for use within an existing social studies curriculum and gives a brief account of prominent black Americans who have made significant contributions to American life. Presentation of these materials is designed to stimulate students' thinking and understanding of Black people.

Course materials available on microfiche cover the following six areas:

I. Black Awareness
II. Fighters for Freedom
III. Eloquent Spokesmen
IV. Scientists and Inventors
V. Education
VI. Black Music

TARGET AUDIENCE: 6th grade students

FINANCIAL REQUIREMENTS: none (supplementary resource books, films, slides, etc. listed in the course guide, may be purchased or rented at an additional cost)

TIME REQUIREMENTS: unknown

EQUIPMENT MATERIALS NEEDED: none

CONTACT PERSON: Irene P. Parker
METCO Coordinator
Davis School
98 South Road
Bedford, MA 01730
(617) 275-1274

MULTI-CULTURAL COLLECTION

Sudbury, MA

A black history course for all students in Grades K-8.

This curriculum guide aims to sensitize teachers to cultural differences among students and to increase awareness of ethnic stereotypes that may inhibit their expectations of children.

The guide is designed to enable teachers to incorporate the materials into their daily curriculum. A lengthy bibliography covers the following subjects: history, social studies, science music and art.

A major component of this project is an "Educator Self-Inventory" that enables teachers to assess their knowledge and awareness of black culture.

Materials provided:

I. Multi-Cultural Bibliography
II. Guidelines for the Selection of Instructional Materials
III. Black History Test
IV. Black History Facts
V. Educator Self-Inventory

TARGET AUDIENCE: teachers, grades K-8

FINANCIAL REQUIREMENTS: none

TIME REQUIREMENTS: flexible

EQUIPMENT MATERIALS NEEDED: none

CONTACT PERSON: Michele Foster, METCO Coordinator
Peter Noyes School
Sudbury Public Schools
Sudbury, MA 01776
(617) 443-9971

NON-SEXIST LEARNING AND TEACHING WITH YOUNG CHILDREN PRE-SCHOOL THROUGH GRADE 3

A curriculum guide for pre-school - grade 3 teachers that focuses on establishing sex-fair practices for teaching and learning.

This curriculum guide helps teachers select course content and materials that promote sex-fair activities. The guide includes teaching strategies and materials on sexism, racism, agism and elitism through role-playing activities, media presentations, the arts, class discussions, physical fitness activities, and other areas of learning.

The guide also includes an annoted bibliography of non-sexist books, records and films for children; additional resource lists for records, films and activity books; and an annotated bibliography of non-sexist resources for teachers. Parts or all of this curriculum are easily adapted to any on-going class curricula and can be adjusted to suit nearly any classroom design.

TARGET AUDIENCE: pre-school through grade 3

FINANCIAL REQUIREMENTS: none (supplementary books, films and records will require a charge which is given in each of the resource lists)

TIME REQUIREMENTS: can be easily incorporated into the regular school curriculum

EQUIPMENT MATERIALS NEEDED: may need film or slide projectors, tape recorders or record players

CONTACT PERSON: Sheila Morfield
17 Lancaster Street
Cambridge, MA 02140
(617) 492-9720

PROJECT PEOPLE

Onset, MA

An intensive and innovative program for grades K-3 aimed at breaking down sex stereotypes at the earliest possible level.

Project People is a curriculum development program to assist teachers to prepare lessons, discussions and group sensitivity sessions in guidance and social studies that focus on promoting ethnic diversity and reducing sex-role stereotypes.

A complete list of resource books and manuals, a summary of project objectives, and a price list are now available on microfiche. The curriculum guide for grades K-3 will be available in late spring of 1978.

TARGET AUDIENCE: kindergarten through grade 3

FINANCIAL REQUIREMENTS: unknown (depends on numbers of books or manuals purchased)

TIME REQUIREMENTS: one half-hour, bi-monthly in each K-3 classroom

EQUIPMENT MATERIALS NEEDED: books and manuals purchased from list provided

CONTACT PERSON: Melissa R. Mayer
Highland Avenue
Onset, MA 02558
(617) 295-0379

"ROOTS DAY"

Needham, MA

A total school project (grades K-6)that involves teachers, children and parents in examining and explaining to others interesting aspects about their country of origin.

"Roots Day" was developed to promote awareness of the similarities and differences among various ethnic groups by making children more aware of their own ethnic group and by helping them to accept and value differences among cultural, religious and ethnic groups.

Each student researches the clothing, customs, foods, etc. of his/her country of origin. On "Roots Day", each student comes to school dressed in the costume of his/her ancestry. Parents from various countries and cultures talk to classes about life in their native country. The school media specialist may wish to provide films on the various countries as a supplement to class presentations. In developing and researching his or her country, each student coordinates language skills, research skills, social studies and art.

TARGET AUDIENCE: staff and students grades K-6

FINANCIAL REQUIREMENTS: none

TIME REQUIREMENTS: three weeks (extremely flexible-can be easily extended or shortened)

EQUIPMENT MATERIALS NEEDED: cameras and film are optional but enhance "Roots Day" since children love to see themselves in native dress.

CONTACT PERSON: Francine M. Charbonnier
Hillside School
Needham, MA 02192
(617) 444-4100 Ext. 172

SECOND LANGUAGE LEARNING IN THE ELEMENTARY SCHOOL

Boston, MA

A program designed to teach Spanish and Chinese to native English speakers in the elementary schools.

Second Language Learning in the Elementary School is a program designed specifically to teach basic Spanish and Chinese phrases to English speaking children. The program is easily adaptable to any school and is not necessarily restricted to Chinese and Spanish.

Students participating in the program focus on the culture of one country. At the same time, they receive instruction in the language of that country with an emphasis on school-related vocabulary. After school language classes may also be held to instruct school personnel.

For a pamphlet of information including resource materials, contact Barbara Radell, Program Coordinator, Boston School Department.

TARGET AUDIENCE: K-5 English speaking students

FINANCIAL REQUIREMENTS: unavailable

TIME REQUIREMENTS: one semester or entire school year

EQUIPMENT MATERIALS NEEDED: books, magazines and supplementary films (optional)

CONTACT PERSON: Barbara Radell, Program Coordinator
Boston School Department
Bilingual Department
26 Court Street
Boston, MA 02108
(617) 726-6296

E.N.D. STUDENT QUESTIONNAIRE
(End Needless Discrimination)

Barre, MA

A questionnaire for student (grades 7-12) reaction to Ch. 622 implementation efforts in curriculum.

The E.N.D. (End Needless Discrimination) Educational Survey was designed to assist staff, administration and students to assess the implementation of Ch. 622 and Title IX. The questionnaire is designed to follow a rigorous curriculum review by the staff and should be introduced to students as an instrument to sample teacher language and behavior towards students and stereotyping in textbooks.

School systems may find the survey useful as a guideline for examining teacher attitudes and curriculum as well and for creating new programs/curriculum. Compilation of results will allow teachers to re-examine their own attitudes about sex stereotyping and to examine stereotyping in classroom materials.

Materials available include the questionnaire, a brief statement of purpose, and, a compilation of results.

TARGET AUDIENCE: grades 7-12

FINANCIAL REQUIREMENTS: xeroxing of questionnaires

TIME REQUIREMENTS: 1 class period or less

EQUIPMENT MATERIALS NEEDED: 1 questionnaire per student

CONTACT PERSON: E.N.D. Committee
Cathleen C. Scanlan, Chairperson
Quabbin Regional High School
Barre, MA 01005
(617) 355-4651

HOME ECONOMICS-INDUSTRIAL ARTS CURRICULUM

Weymouth, MA

A combined program of home economics and industrial arts for 7th and 8th grade boys and girls that is designed to eliminate sex discrimination and stereotyping.

This home economics/industrial arts curriculum was designed to provide a series of exploratory experiences to assist students in the selection of careers, leisure time hobbies, and the development of "survival skills" for daily living. The curriculum is divided into 8 teaching units: clothing repair, child care and babysitting, grooming, foods and nutrition, wood and plastic, technical drawing and metal, equipment maintenance and offset lithography. A curriculum guide for each of the eight teaching units is included.

TARGET AUDIENCE: 7th and 8th grade students

FINANCIAL REQUIREMENTS: minimal, depending on availability of home economics/industrial arts equipment

TIME REQUIREMENTS: 4 units per grade, 1 unit per semester, with a class frequency averaging 2 periods per week

EQUIPMENT MATERIALS NEEDED: basic equipment for a home economics/industrial arts curriculum

CONTACT PERSONS:

Betsy Erickson,
Chairperson
Home Economics Department
North High School
E. Weymouth, MA 02189
(617) 337-4500

Bernard Whitman,
Chairperson
Industrial Arts Department
South High School
S. Weymouth, MA 02190
(617) 337-7500

"JUST BEING MYSELF"

Joseph P. Keefe Regional Vocational Technical High School

Framingham, MA

A video tape of a panel discussion of four high school girls who are enrolled in non-traditional vocational programs. The girls discuss their experiences and feelings about their chosen fields.

"Just Being Myself" is a 30 minute video tape about girls who are enrolled in non-traditional vocational programs at Keefe Technical High School. The tape presents role models of girls who are successfully integrated into non-traditional shop programs at the high school level.

Contact Ms. Marsh (see below) for further information about borrowing the tape or for information about making a video tape on vocational career programs.

TARGET AUDIENCE: middle school and 9th grade pre-vocational girls, also appropriate for parents or in-service training workshops.

FINANCIAL REQUIREMENTS: The video tape is available on a short term loan basis from Keefe Technical. It is also available on loan from the Massachusetts Department of Education, Central Massachusetts Regional Educatio Beaman Street, Route 140, West Boylston, MA 01583

TIME REQUIREMENTS: 30 minutes

EQUIPMENT MATERIALS NEEDED: video tape playback equipment

CONTACT PERSON: Eleanor DiRusso Marsh
Joseph P. Keefe Regional
Vocational Technical High School
750 Winter Street
Framingham, MA 01701
(617) 879-5400 Ext. 161

PROJECT OPTION
(OPENING PEOPLE TO INCREASING OPPORTUNITIES NOW)

Billerica, MA

A comprehensive, cooperative effort by the five towns in the Shawsheen Valley Technical High School district to reduce sex bias and discrimination in the career choices made by both female and male students.

The major goal of this project is to reduce the influence of sex bias on students' vocational education choices. A variety of activities are outlined to accomplish these goals: increasing female enrollment in vocational programs, increasing the number of students selecting non-traditional vocational programs, and increasing student, parent, teacher and administrator awareness of the negative consequences of sex bias and stereotyping.

This program includes model curriculum materials and guidance activities for grades 7 through 9. It also includes an in-service staff training course that includes guidelines for conducting parent and community workshops and for establishing a resource center of non-biased materials.

Project Option is in its first year of funding. Copies of the curriculum for grades 7 through 9 and the workshop guidelines will not be available until the spring of 1979. At that time complete materials can be obtained by contacting Maureen Lynch (see below).

TARGET AUDIENCE: grades 7-9 students, parents, teachers and administrators

FINANCIAL REQUIREMENTS: unknown at this time

TIME REQUIREMENTS: unknown at this time

EQUIPMENT MATERIALS NEEDED: unknown at this time

CONTACT PERSON: Maureen V. Lynch
Shawsheen Valley Technical High School
100 Cook Street
Billerica, MA 01866
(617) 667-2111 Ext. 58

PROJECT PREPARATION

Cambridge, MA

A project that encourages high school students of limited English-speaking ability to remain in school and establish career goals.

The goals of Project Preparation are: to reduce the high shcool drop out rate among bilingual students, to provide students with a plan of action for life after high school, and to help existing staff acquire skills needed to be effective advisors for students. These goals are accomplished through a variety of strategies: the placement of students of limited English-speaking ability into a work-study program, the development of a student-advisor component that includes guidance and career counseling, and the use of community residents as enrichment consultants in the classroom. The instructional component of the program is provided in the native language of the student and in English as a second language.

Materials available from Project Preparation include descriptive information, a teacher/advisor guide, an enrichment consultant guide, and sample newsletters.

TARGET AUDIENCE: students of limited English-speaking ability in grades 7-12

FINANCIAL REQUIREMENTS: $1,300 per student

TIME REQUIREMENTS: 1 year

EQUIPMENT MATERIALS NEEDED: supplementary career awareness materials

CONTACT PERSON: Edward P. Korza, Jr., Project Coordinator
159 Thorndike Street
Cambridge, MA 02139
(617) 492-8000 Ext. 276

IRISH LITERATURE AND RELATED ARTS

Boston, MA

A complete curriculum guide in Irish studies for grades 11 and 12.

In 1974 a team of teachers and curriculum specialists from South Boston High School received a National Defense Education Act (NDEA) grant to develop a curriculum guide in Irish studies for high school teachers. Working with Irish scholars, musicians, artists and other educators, the team developed a comprehensive 250-page curriculum guide that also serves as a resource book for teachers who plan to develop Irish studies courses. The publication itself can easily be used as a model for developing other ethnic studies curricula.

The curriculum guide is organized as a seven week mini-course that is currently being offered at South Boston High School. The mini-course includes films, poetry, literature, music and other materials that promote a greater awareness and appreciation for Irish history and culture. The course emphasizes the historical and political development of Ireland through music, literature and art.

The teacher's guide includes detailed instructions and references. A selected bibliography and several useful appendices are also included.

TARGET AUDIENCE: students, grades 11 and 12

FINANCIAL REQUIREMENTS: none (film rental unknown cost)

TIME REQUIREMENTS: seven weeks

EQUIPMENT MATERIAL NEEDED: none

CONTACT PERSON: Ione Malloy
English Department
South Boston High School
Boston, MA 02127
(617) 268-2751

"NEW DIRECTIONS"

Joseph P. Keefe Regional Vocational Technical High School

Framingham, MA

A pre-vocational mini-course addressing the issues affecting women in the world of work.

New Directions was developed as a required mini-course in conjunction with the pre-vocational exploratory program for freshmen at Keefe Regional Vocational Technical High School. The course should be offered to students well in advance of any vocational program selections or decisions.

The course can be used to help students assess their interests and abilities for possible career choices, and to raise awareness and consciousness about the history and future directions of women in the work force.

Materials include a weekly outline of activities and bibliography of films, video tapes and print materials. Rental and purchase prices are included.

TARGET AUDIENCE: freshmen students in a pre-vocational exploratory program

FINANCIAL REQUIREMENTS: will depend on numbers of films rented. Xeroxing of materials such as exercises can be done from the leaders' manuals that accompany films and video tapes.

TIME REQUIREMENTS: 6-10 sessions, each lasting at least one hour

EQUIPMENT MATERIALS NEEDED: 16 mm projector, video tape playback equipment, screen

CONTACT PERSON: Eleanor DiRusso Marsh
Joseph P. Keefe Regional Vocational Technical High School
750 Winter Street
Framingham, MA 01701
(617) 879-5400 Ext. 161

PROJECT EQUALITY

Wakefield, MA

Project Equality is a co-educational, physical education curriculum that enhances the self-confidence of individual students and encourages team work through a variety of outdoor activities.

Project Equality is an outdoor, co-educational physical education program that emphasizes outdoor experiences, group interaction and action centered learning. The program is designed to equalize opportunities for male and female students in physical education by eliminating traditional concepts of sex-role stereotyping in physical education activities. The program develops personal confidence, and increases mutual support within a peer group through exercises that require group efforts. Overall physical education goals such as agility and coordination are also stressed.

The course outline is designed to slowly prepare the student for outdoor exercise. The course begins with conditioning exercises and lessons on safety and concludes with an outdoor activity. Included in the curriculum are preparation exercises for cross country skiing, snowshoeing, map and compass reading, campcrafts, backpacking, hiking and rock climbing.

TARGET AUDIENCE: all students grades 9-12

FINANCIAL REQUIREMENTS: no estimate available

TIME REQUIREMENTS: can be done by semester or by the year

EQUIPMENT MATERIALS NEEDED: outdoor physical education equipment

CONTACT PERSON: H. Edward White
Northeast Regional Vocational
High School
Box 238
Wakefield, MA 01880
(617) 246-0810 Ext. 62

PROJECT INTERCHANGE

Dracut, MA

A guidance program to enhance student and teacher awareness of sex-role stereotyping in curriculum and the world of work.

Project Interchange is a guidance program designed to increase awareness of the negative effects of stereotyping on self-concept and in the selection of career choices. The program consists of weekly group guidance sessions, a series of teacher sensitivity training workshops, a combined home economics and industrial arts curriculum, and attitudinal questionnaires.

Materials for Project Interchange include a course outline for weekly guidance sessions for students; the teacher sensitivity training workshop and the combined home economics and industrial arts course, "Design for Adult Living". Student questionnaires administered before and after each course and sample pages from a student notebook are also included.

TARGET AUDIENCE: 11th and 12th grade students and teachers

FINANCIAL REQUIREMENTS: none

TIME REQUIREMENTS: 1 full year

EQUIPMENT MATERIALS NEEDED: none

CONTACT PERSON: John Crafton
Old Kenwood School
932 Methuen Street
Dracut, MA 01826
(617) 459-6936

PROJECT PERSON I
THE IMAGES OF MEN AND WOMEN IN LITERATURE AND FILM

North Reading, MA

A curriculum guide that examines the images of men and women in literature, film and society.

Project Person provides students with a variety of materials and information that develop an awareness of sex-role stereotyping. Class activities deal with sexism in a positive, constructive manner.

"The Images of Men and Women in Literature and Film", is a one semester course designed to explore the ways in which literature and the mass media reflect, create, and reinforce the current status and roles of men and women in American society.

Course Outline: (the 8 major areas covered by the course)

I. The Socialization Process
II. Stereotyped Images of Women and Men in Literature
III. Images of Males and Females in Children's Literature
IV. The Female Author's Point of View
V. Images of Males and Females in Music
VI. The Male Author's Point of View
VII. Women Estranged and Alone
VIII. Images of Black American Men and Women in Literature

The course includes novels, short stories, attitudinal surveys, questionnaires, film strips, slide shows, magazine and newspaper articles, television viewing and role playing. A complete curriculum guide and supplemental classroom materials are available in addition to the course outline.

TARGET AUDIENCE: grades 10-12

FINANCIAL REQUIREMENTS: cost will vary depending on the materials used, but can be as low as $2.00 per student

TIME REQUIREMENTS: one semester

EQUIPMENT MATERIALS NEEDED: class set of books supplemented by resource books, films, slides, poster, tapes and records

CONTACT PERSONS: Karen A. Scibinico
14 Bartley Street, Apt. 5
Wakefield, MA 01880
(617) 246-1388

or: North Reading High School
North Reading, MA 01864
(617) 664-3156

PROJECT PERSON II
THE POLITICS OF MALE/FEMALE RELATIONSHIPS

North Reading, MA

A curriculum guide that examines the politics of male/female relationships in literature, film and society.

Project Person is designed to give students a variety of materials and information about male and female experiences and roles. Through the materials in this course, students develop an awareness of sex-role stereotyping and are better able to deal with sexism in a positive manner.

"The Politics of Male/Female Relationships" is a one semester course designed to examine the dynamics of male/female roles in contemporary American society.

Course Outline:

I. Anthropological, Historical and Biological Basis for Female/Male Role Systems.

II. The Socialization Process

III. The Job Market

IV. Traditional Roles Meet Untraditional Challenges

V. Predictions, Projections and Speculations

The four main texts that may be used for this course are listed in the curriculum guide. Other supplementary material lists are available at the North Reading High School library. Materials available include a complete course outline and supplementary classroom materials.

TARGET AUDIENCE: grades 10-12

FINANCIAL REQUIREMENTS: dependent on the amount of materials purchased, but can be as low as $2.00 per student

TIME REQUIREMENTS: one semester per course (this could be expanded to a full year)

EQUIPMENT MATERIALS NEEDED: books for classroom, resource books, filmstrips, slide shows, poster, tapes and records

CONTACT PERSON: Betty G. Allen
102 John Street
Reading, MA 01867
(617) 944-8099

PROJECT S.C.E.E.
STUDENT COMMITMENT TO EDUCATIONAL EQUITY

Massachusetts Department of Education
Bureau of Student Services

A program that develops models for directly involving junior and senior high school students in the development of programs for improving sex and race equity in their schools through the implementation of Chapter 622 and Title IX.

Project SCEE, a component of the State Department of Education's Bureau of Student Services, was funded under the Women's Educational Equity Act Program of the U.S. Office of Education (DHEW). The goals of the project are: to increase student awareness of the effects of sex-role and cultural stereotyping on individual thought and behavior, school policy, and curriculum; to inform students of their rights under the equal educational opportunity laws; and to increase student skill in curriculum development and policy making.

Project SCEE activities focus on junior and senior high school students in public, private, regional and vocational schools. Activities are appropriate for a variety of settings: individual classrooms, group counseling, special workshops, in-service training or student government groups.

Materials developed by the project are available through the Bureau of Student Services:

I. A Student Guide to Equal Rights - a handbook that explains sex bias and discrimination designed and written by students. (Available now)

II. Case Book of Title IX School Teams - a description of Project SCEE activities in five Massachusetts High Schools. At each school site, Project SCEE trained and assisted teams of students and teachers to support their efforts in addressing issues of sex equity in their schools. (Available October, 1978)

III. Brochure - a brief description of Project SCEE, Project SCEE models, and names and addresses of Project SCEE contact staff and students in the Commonwealth. (Available now)

IV. Manual - activities designed to help students, parents, teachers, counselors, and school administrators learn about sex bias and eliminate sex discrimination in secondary schools. (Available October, 1978)

For an example of a local project currently under the direction of the state Project SCEE office, see page 24.

TARGET AUDIENCE: junior and senior high school students in public, private, vocational-technical, and regional schools

FINANCIAL REQUIREMENTS: no estimate available, but may include consultant fees, film rentals or materials

TIME REQUIREMENTS: flexible (training time may range from a short presentation to an extended semester or yearlong series)

EQUIPMENT MATERIALS NEEDED: films, handbooks, information on Ch. 622 and Title IX

CONTACT PERSON: Kathleen Atkinson, Project Director
Bureau of Student Services
Massachusetts Department of Education
31 St. James Avenue
Boston, MA 02116
(617) 727-5756

PROJECT S.C.E.E.
STUDENT COMMITMENT TO EDUCATIONAL EQUITY

Shawsheen Valley Technical High School

An extracurricular activity for students who learn and teach others about protecting the rights of all students in securing equal educational opportunity through Title IX and Chapter 622.

This project, funded under Project SCEE, has been in operation at Shawsheen Valley Technical High School in Billerica since September, 1977. The project operates under Project SCEE goals described on page 22. Project goals are: to increase student awareness of the negative consequences of sex bias and discrimination, to assist students to recognize discriminatory practices in their schools, and to promote change in these practices.

Aided by Project SCEE staff, students at Shawsheen Valley are involved in many activities and areas relating to Chapter 622, such as:

- examining curriculum
- reviewing policies and practices in athletics and physical education
- conducting workshops for students, parents, and teachers about sex bias and stereotyping
- coordinating efforts with other student groups
- informing the school population of efforts to eliminate bias and stereotyping through bulletin boards, school newspapers and meetings with the administration

Further information on this local SCEE project can be obtained by contacting Maureen Lynch (see below).

TARGET AUDIENCE: high school students grades 9-12

FINANCIAL REQUIREMENTS: unavailable

TIME REQUIREMENTS: faculty advisor - 1 hour per day, student coordinators- 2 to 10 hours per week (voluntary)

EQUIPMENT MATERIALS NEEDED: written materials listed under Project SCEE

CONTACT PERSON: Maureen V. Lynch, Counselor
Shawsheen Valley Technical High School
100 Cook Street
Billerica, MA 01866
(617) 667-2111 Ext. 58

MDP 021

T.V. TAPES ON VOCATIONAL EDUCATION

Pittsfield, MA

A series of documentary video tapes that encourage increased participation of females and minorities in vocational education programs.

These video tapes on vocational education highlight the participation of minorities and females in vocational programs. The presentations are designed to recruit more participants in existing programs. The target population for the tapes is flexible. Pittsfield chose to target in-school youth in all of the feeder schools in the system, the general population outside of the schools, school drop-outs, unemployed and under employed youths, the minority community, female youth organizations and others. Programs are aired over local Channel 2 outlets and at meetings of local civic groups, community action groups, youth organizations and churches.

Former high school graduates are filmed on the job in their chosen fields and where available, female students are filmed in non-traditional roles. Films are shown in the classroom with related instruction.

No outline for these tapes is available at the present time, but interested individuals are encouraged to contact Mr. Gibbons for further information.

TARGET AUDIENCE: 9th graders, their parents and the general public

FINANCIAL REQUIREMENTS: may vary depending on availability of video tape equipment

TIME REQUIREMENTS: 15 minutes per film

EQUIPMENT MATERIALS NEEDED: a video tape player and monitors/video taping equipment

OTHER INFORMATION: tapes are not available for distribution but may be viewed by interested individuals for ideas for similar tape production

CONTACT PERSON: James F. Gibbons, Director
Voc./Tech. Education
Taconic High School
Valentine Road
Pittsfield, MA 01201
(413) 499-1234

WOMEN'S STUDIES MEDIA CENTER

Wayland, MA

An extensive multi-media collection of women's studies materials to enrich or develop a junior or senior high school level social studies elective course.

This project developed an extensive multi-media collection of women's studies materials which can be used to enrich a "Women in American Society" course. Materials are a valuable resource to the entire student population.

Materials provide guidance to high school men and women to help them understand changing male and female roles. Materials also include biographical accounts of women's achievements throughout history, including contemporary events. The course is useful for helping male and female students free themselves from restrictions created by sex-role stereotyping and to help them become familiar with the traditional and non-traditional career options available to them.

The materials in the project include a list of books, magazines and other printed materials, and a general outline for a course entitled "Women in American Society".

TARGET AUDIENCE: high school grades 11 and 12

FINANCIAL REQUIREMENTS: $5,000: includes audio-visual software and hardware, subscriptions to six women's periodicals, purchasing of books relating to women. Funds used to purchase books, tapes, records, films, and biographies. Large multi-media cabinet for storage (optional) of stereo tape deck, receiver, speakers, and ear phones.

TIME REQUIREMENTS: one semester course

EQUIPMENT MATERIALS NEEDED: audio-visual equipment

CONTACT PERSON: Lelia A. Sapienza
Wayland High School Media Center
Old Conn. Path
Wayland, MA 01778
(617) 358-7745

Part II
In-Service Training Projects

BOSTON UNIVERSITY SCHOOL OF EDUCATION
TRAINING INSTITUTE FOR SEX DESEGREGATION

A staff training institute for the development of sex-fair policies and practices in selected New England school districts.

The major goals of the Training Institute are: to establish a district team of administrators and teachers that assumes a leadership role in promoting sex equity, to train district teams at a one week summer institute, and to conduct training workshops and technical assistance meetings in school districts.

The one week summer institute focuses on: the requirements of Title IX, awareness of sex bias in educational policies and practices, and the skills and knowledge necessary to implement plans for sex equity.

The training workshops and technical assistance meetings cover areas such as: administrative policies and practices; admissions to programs and courses of study; instructional materials; guidance, counseling and career education; and extra-curricular activities.

Material available at the present time is: Female Lives: A Documentary of Women in America. (Chicago: Rand McNally, 1978).

More information on the program and its adaptability to other school districts may be obtained by contacting Ms. Mary Kay Tetreault (see below).

TARGET AUDIENCE: administrators and teachers

FINANCIAL REQUIREMENTS: unavailable

TIME REQUIREMENTS: no estimate available

EQUIPMENT MATERIALS NEEDED: (1) Boston University Training Institute for Sex Desegregation Manual (2) Female Lives: A Documentary of Women in America

OTHER INFORMATION: materials not available on microfiche - only through publisher

CONTACT PERSON: Mary Kay Tetreault
Boston University School of Education
765 Commonwealth Avenue
Boston, Massachusetts 02215
(617) 353-3258

MDP 008

LESS LIMITED LIVING

Bridgewater, MA

A series of three, one week workshops for paraprofessional and non-professional school personnel and parents that explores discrimination based on sex, age and socio-economic status.

The Less Limited Living workshops expose all staff members (professional, paraprofessional and non-professional) and parents to their own stereotypes. Major emphasis is placed on sex-role stereotyping. The major goals of the workshops are to change restricted and stereotyped attitudes and perspectives to more enriching ones. Workshops can be conducted at the school or any suitable location.

A booklet for parents whose children are entering kindergarten is available from Dr. Carpeno (see below). The booklet was developed to follow-up the seminars of the Less Limited Living Workshop Project. The booklet raises questions about traditional sex roles. Less Limited Living materials available include a complete outline of workshops for professionals, non-professionals and parents.

TARGET AUDIENCE: school personnel (both professional and non-professional) and parents

FINANCIAL REQUIREMENTS: extra cost if projector rental is necessary. Some minimal expenditures for special films

TIME REQUIREMENTS: summer workshops - one week each for professional staff, non-professional staff and parent follow-up seminars - one meeting on Saturday mornings about every 6 weeks

EQUIPMENT MATERIALS NEEDED: projector

CONTACT PERSON: Linda Carpeno
McElwain School
Main Street
Bridgewater, MA 02324
(617) 697-2101 or 697-8082

MINIMIZING SEX ROLE STEREOTYPING IN THE CLASSROOM

Brookline, MA

An in-service program for elementary school teachers that includes a handbook of strategies for minimizing sex-role stereotyping.

This in-service training program was designed to increase teacher awareness of Ch. 622 and to encourage attitudinal and curriculum changes in the classroom.

The training program focuses on exercises outlined in the teacher handbook "Sex-Role Stereotyping in the School". A section of the handbook discusses both the state law (Chapter 622) and the federal law (Title IX) which prohibit sex discrimination in Massachusetts public schools. Chapter 622 regulations are reviewed in detail. Other chapters focus on curriculum and resources and specific activities to minimize sex stereotyping.

The handbook is an excellent resource for organizing in-service training sessions and can be supplemented with speakers, films, books or slides. A list of audio visual materials for use in the training sessions is also included.

TARGET AUDIENCE: teachers in grades K-8

FINANCIAL REQUIREMENTS: none

TIME REQUIREMENTS: a minimum of one session per school for 2 hours

EQUIPMENT MATERIALS NEEDED: 1 handbook per teacher, "Sex-Role Stereotyping in the Classroom: A Handbook for Teachers in the Brookline Public Schools", equipment for films, video-tapes, slides

CONTACT PERSONS:

Iris Feldman
Lawrence School
27 Francis Street
Brookline, MA 02146
(617) 734-1111 Ext. 176

Margot Strom
Runkle School
50 Bruce Street
Brookline, MA 02146

SECONDARY EDUCATION COMMITTEE ON SEX STEREOTYPING (SECSS)

Boston, MA

A series of seminars for high school staff and students that examine the effects of sex and minority stereotyping.

Project SECSS was developed by the Boston School Department to increase student and staff understanding of the implications of Chapter 622. The project increases the awareness of high school students and staff about educational inequities at the high school level resulting from sex and minority stereotyping. Workshop participants examine procedures, policies and programs in their local schools and make recommendations to appropriate personnel to improve the quality of educational opportunity at the high school level.

The project director plans to disseminate further information about the program at the national, state and local levels. An overview of the program includes:

I. Background information on Chapter 622

II. Awareness sessions focusing on the effects of stereotyping

III. Skills sessions - i.e., examination of curriculum for sexist and stereotypical content

IV. Planning sessions, studies of local school policies, and recommendations

The project was conducted in the Boston Public Schools during the 1976-1977 school year.

TARGET AUDIENCE: high school students and staff

FINANCIAL REQUIREMENTS: none,other than reproduction of materials (optional)

TIME REQUIREMENTS: 80 hour seminar with monthly follow-up meetings held during the school year

EQUIPMENT MATERIALS NEEDED: no special equipment needed

CONTACT PERSON: Dorothy Cash
Ch. 622/Title IX Coordinator
Boston School Department
26 Court Street
Boston, MA 02108
(617) 726-6359

Part III

Curriculum and In-Service Training Projects

HUMAN RIGHTS PROGRAM

Wayland, MA

A system-wide program to improve human rights in the public schools.

This program was developed by the Human Rights Committee in the Wayland Public Schools. The goals of the program are: to increase effective communication among teachers, students and administrators; to improve decision-making and rule-making skills; and to increase respect for others by increasing the awareness of the effects of discrimination in society. A series of workshop outlines has been developed which focuses on improving communication skills, eliminating racism and sexism, and teaching democratic problem solving and rule-making.

Materials available for organizing workshops include:

I. Overall Goals and Objectives

II. 5 Monthly Themes

- A. Freedom
- B. Responsibility
- C. Participation
- D. Diversity
- E. Communication

III. Suggestions for Possible Speakers

TARGET AUDIENCE: administrators, teachers and students

FINANCIAL REQUIREMENTS: none (supplementary films, slides, books and magazines are optional)

TIME REQUIREMENTS: 5 months

EQUIPMENT MATERIALS NEEDED: none

CONTACT PERSON: Minnie-Rose Richardson, Project Director
Wayland Public Schools
57 Cochituate Road
Wayland, MA 01778
(617) 358-7728, 7729

PROJECT EGO
(EQUAL GROWTH OPPORTUNITIES)

Whitman, MA

A bibliography of library and multi-media materials designed to reduce sex-role stereotyping.

Project EGO presents a collection of library materials that help students build self-awareness and self-concepts free from conventional stereotypes. Program content relates to attitudes and behaviors, career choices and adult role models. The major component of Project EGO is the development of library materials. Materials include: books, films, tapes, films and study prints organized into six F.L.I.P. (Fun and Learning Incentive Packages) units. Each F.L.I.P. unit consists of three packages for kindergarten and grade one children and three packages for grades two and three. Each package focuses on one of three themes: self awareness, families and careers. Teachers participate in one of three all day workshops. Workshops present an overview of Chapter 622 and the implications of the law with respect to the most effective use of the library materials. Parent workshops acquaint parents with the project and suggest ways to continue project goals at home.

TARGET AUDIENCE: K-3 students, teachers and parents

FINANCIAL REQUIREMENTS: approximately $5.00 per person

TIME REQUIREMENTS: teacher in-service training for one day, parents training for one evening, student participation is continual

EQUIPMENT MATERIALS NEEDED: library materials as listed

CONTACT PERSON: Michael D. McCaffrey, Superintendent
Whitman Public Schools
Whitman, MA 02382
(617) 447-4408

PROJECT PANDA
(PUPIL AWARENESS OF NON-DISCRIMINATORY ACTIVITIES)

Scituate, MA

A program for K-3 students and teachers that focuses on reducing stereotyped roles and concepts.

Project PANDA is designed to aid students and teachers in establishing an atmosphere for individual and community growth through personal contact with contra-stereotyped models. Media and visitor presentations, and field trips for the K-3 students create an awareness of skills and attitudes which reduce stereotyping.

The materials provided enable the reader to review the entire process of the writing, funding and implementation of Project PANDA. Particularly important to school systems wishing to incorporate a similar project into their curriculum is a section which outlines all Project materials. Topics covered in this section include:

I. Career Visitors

II. Activities

a. Supplies

b. Audio-Visual Materials

III. Field Trips

TARGET AUDIENCE: K-3 students

FINANCIAL REQUIREMENTS: dependent upon materials purchased; $14,000 for the entire project

TIME REQUIREMENTS: 2 years (including planning, execution and evaluation)

EQUIPMENT MATERIALS NEEDED: complete list available with project materials, includes regular school equipment

CONTACT PERSON: Kathleen Frazee or Anne Fenn
Scituate High School
Scituate, MA 02066
(617) 545-3300

WOMEN AND MEN

Marlborough, MA

A staff development/program development project for teachers, students and administrators that focuses on the reduction of racial, ethnic and sex-role stereotyping at the high school level.

Project Women and Men is designed to raise the level of awareness of teachers, administrators and students about the effects of racial, ethnic and sex stereotyping. The project is divided into two components: staff development and program development. The staff development component consists of a series of workshops on "Stereotyping and Role Identification". Workshop units are organized around the following topics:

I. Suggested Classroom Activities to Minimize and Counteract Sex Stereotyping.

II. How Stereotyped is My Thinking?

III. Female/Male Sex-Role Stereotyping.

IV. Careers.

V. The Media's Effect on People.

VI. Physical Education: Title IX and Chapter 622.

VII. Anything You Want to Be.

The program development component consists of a 15 week course with the following objectives: to develop a more complete understanding of the Title IX and Chapter 622 laws especially in those areas most pertinent to educators, and to enable educators to identify and resolve Title IX and Chapter 622 violations. As a follow-up course to the seven workshop units, this mini-course examines in greater depth some of the issues covered in the workshop units and new areas. The mini-course can also be adapted to an existing high school social studies curriculum. Marlborough High School developed and offered a mini-course in 1978.

TARGET AUDIENCE: educators, parents, community citizens and students

FINANCIAL REQUIREMENTS: none

TIME REQUIREMENTS: workshops to be used as in-service training and can run from 1-3 hours. The in-service course is designed for 30 semester hours. The high school course is designed for one semester.

EQUIPMENT MATERIALS NEEDED: audio visual equipment

OTHER INFORMATION: the final course/curriculum outline for the high school course will be completed and available in June, 1978

CONTACT PERSON: Beatrice Hope Benton Nesti
Marlborough High School
Marlborough, MA 01752
(617) 485-8100

INCLUSION OF WOMEN IN THE UNITED STATES HISTORY CURRICULUM

An in-service training program on the use of a full year curriculum on women's experiences in America for teachers of U.S. history.

The purposes of this in-service training program are three-fold: (1) to increase teacher awareness of the stereotyping of women in regular U.S. history curricula; (2) to present supplemental material on women's experiences in America, focusing on the history of women; and 3) to explore the relationship between sex-fair curricula and students' attitudes and the behavior of males and females. The program was developed by the state Department of Education's Bureau of Student Services under Projece SCEE (Student Commitment to Educational Equity).

Information on the curriculum for U.S. history can be obtained from the author's publication, Female Lives: A Documentary of Women in America. Further information on the in-service training component of this project may be obtained by contacting: Kathleen Atkinson, Project Director
Project SCEE
Bureau of Student Services
Massachusetts Department of Education
31 St. James Avenue
Boston, MA 02116
(617) 727-5757

TARGET AUDIENCE: grades 8 and 11 U.S. history teachers and students

FINANCIAL REQUIREMENTS: unavailable

TIME REQUIREMENTS: 10-30 hours of training

EQUIPMENT MATERIALS NEEDED: student materials are available through Rand McNally & Co., Chicago. Female Lives: A Documentary of Women in America

CONTACT PERSON: Mary Kay Tetreault
Greater Boston Regional Center
54 Rindge Avenue Extension
Cambridge, MA 02140
(617) 547-7472